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ABSTRACT

This fourth annual report of the New Mexico State Commission on Postsecondary Education essentially describes activities in five areas. The finance and budget review section provides a profile of public colleges and universities; branch colleges; four-year private colleges and universities; as well as outlining the actual operating expenditures for 1975-76, the capital outlay projects approved for that period, and an analytical approach to the differential funding. The section on instructional programs provides information on the academic programs in both public and private institutions, enrollment reports, and degrees awarded. A directory of proprietary institutions operating in the state is provided. Regional planning meetings and efforts at coordination are highlighted. The Commission's responsibilities for federal and special programs are detailed specifically with regard to the Section 1202-1203 of the Higher Education Amendments in the area of planning; Title I of the Higher Education Amendments in the area of community service and continuing education; and Title VI in the area of Financial Assistance for the Improvement of Undergraduate Instruction. A description of 1975-76 projects is provided. The Commission's Budget for the 1975-76 year is given. (JMF)

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State Commission on Post Secondary Education

Annual Report

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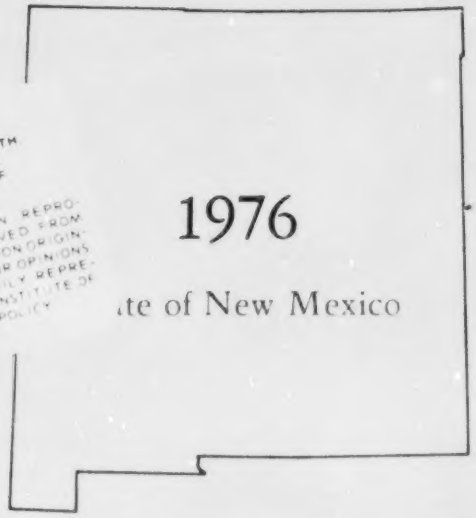

ate of New Mexico

FOURTH ANNUAL REPORT

of the

STATE COMMISSION ON POSTSECONDARY EDUCATION

A Report to the Governor and Legislature

1976

State of New Mexico

TABLE OF CONTENTS

Introduction v

Progress Report 1

SECTION I - FINANCE AND BUDGET REVIEW 5

Profile of Public Colleges and Universities 6
Branch Colleges 11
Profile of Four-Year Private Colleges and Universities. 13
Actual Operating Expenditures for 1975-76 15
Capital Outlay Projects Approved During 1975-76 16
Differential Funding - An Analytical Approach 17

SECTION II - INSTRUCTIONAL PROGRAMS. 22

Academic Program Duplication Study 22
Inventory of Academic Programs (Public Institutions). 24
Inventory of Academic Majors (Private Institutions) 28
Enrollment Reports - Public and Private 29
Degrees Awarded 30

SECTION III - PROPRIETARY INSTITUTIONS 31

Directory of Proprietary Institutions Operating in New Mexico 33

SECTION IV - COMPREHENSIVE PLANNING 42

Regional Planning Meetings 42
Special Coordination Efforts 45
General Advisory Council Membership 47

SECTION V - FEDERAL AND SPECIAL PROGRAMS 49

Section 1202-1203, HEA Postsecondary Education Planning 49
Title I, HEA, Community Service and Continuing Education 49
Description of 1975-76 Projects 51
Title VI, Financial Assistance for Improvement of Undergraduate Instruction 54

BEF-COMMISSION OPERATING BUDGET FOR 1975-76 55

Introduction

The New Mexico Legislature, in 1973, designated the Board of Educational Finance to be the State Commission on Postsecondary Education. The Commission was charged with "a concern for all types of postsecondary education" and to be "the agency required under the provisions of Section 1202 of the Higher Education Act of 1965, as amended." The Postsecondary Planning Act further requires the State Commission to submit an annual report to the governor and legislature describing the planning and coordinating activities of the past year and making appropriate data available.

This fourth annual report of the Commission essentially describes activities in five areas. Thus, the report is divided into five sections: 1) finance and budget review, 2) instructional programs, 3) proprietary institutions, 4) comprehensive planning, and 5) federal and special programs.

Progress Report

Each year the Board of Educational Finance faces many problems and issues. Many worthwhile activities constantly vie for attention. Since the Board of Educational Finance has limited staff, it is necessary periodically to select from many alternative endeavors those special studies and projects that will receive attention first.

During 1976, five specific projects were identified for special emphasis. The more routine work of the Board of Educational Finance must always be carried on, but additional time and effort were dedicated to these five specific areas. It is hoped that the special projects listed below will lead to improved capability for the Board of Educational Finance in serving the best interests of statewide postsecondary education and the individual institutions. The Board of Educational Finance should never feel that it has found the best or ideal approach to carrying out its responsibilities related to funding and program review. Therefore, continuing efforts to improve the analytic capabilities of the Board of Educational Finance and the individual institutions are deemed highly desirable.

The five special project goals for 1976 are identified on the following table. A brief summary of the work done in connection with each goal is also provided, along with a statement of activities to be undertaken in the future. As the Board of Educational Finance seeks improvement in its operation through these efforts, it is highly dependent upon the cooperation and support of all of the postsecondary campuses in New Mexico. The level and quality of that cooperation has been outstanding during 1976, and any progress in the five project areas listed in the table are as much achievements of the institutions as of the Board of Educational Finance.

BOARD OF EDUCATIONAL FINANCE-COMMISSION ON POSTSECONDARY EDUCATION
1976 GOALS STATEMENT AND PROGRESS REPORT

1976 Goal	Progress Through September, 1976	Future Activities
1. Modify and improve the university differential funding formula	1. Extensive work with the six universities, both individually and collectively, has resulted in: a) Thorough cost analysis of all instructional disciplines and instruction levels. b) Identification of needed corrections to the historical expenditure pattern. c) Financial management guidelines to be applied statewide. d) A detailed description of the process by which the 1977-78 BEF recommendations relative to I&G budgets will be developed.	1. Continue work with the six universities to perfect our cost analyses and improve the I&G funding process.
2. Identify a methodology for consistently analyzing the funding needs of two-year campuses and for improving the equity of BEF funding recommendations for two-year campuses	2. a) Cost analyses conducted on two branch campuses (San Juan and Carlsbad). b) Development of an analytic procedure for identifying differential funding levels required for various academic and vocational disciplines at the branch campuses. c) Application of the analytic funding procedure on two experimental campuses (San Juan and Carlsbad).	2. Improvement of the differential funding formula and its implementation on all two-year campuses as a replacement for the current incremental budgeting approach.

1976 Goal	Progress Through September, 1976	Future Activities
3. Development of a statewide plan for the future delivery of two-year postsecondary programs, both academic and vocational	3. a) BEF sponsorship of 14 regional meetings to discuss problems related to funding and governance of two-year campuses and to receive local input regarding needed improvements and long range planning. b) Development of a preliminary statewide service area map for two-year postsecondary programs. c) Initiation of a Task Force to study the feasibility of merging NMTVS and the Northern Branch of UNM. d) Identification of the key ingredients that should be included in any new regulations or statutes governing two-year postsecondary campuses.	3. a) Refinement of a statewide plan through continued work with institutions, legislators, citizens, students, etc. b) Implementation of the statewide plan, including the development of new legislation for the governance of two-year campuses.
4. Conduct an instructional program duplication and evaluation study and identify needed additions and deletions in the program offerings at the six universities	4. a) Development of a Fact Sheet related to every program at every level in each university. b) Development of criteria for identifying programs that should be subjected to closer scrutiny. c) Development of a precise procedure for identifying programs that should be dropped. d) Development of a complete and accurate inventory of degree programs.	4. a) Complete the program evaluation study and implement its results. b) Maintain accurate data related to all program enrollments, graduates, and costs.

1976 Goal	Progress Through September, 1976	Future Activities
5. Evaluate physical facilities needs on all postsecondary campuses and develop a prioritized list of capital improvement needs	5. a) Development of lists of facilities needs for each university and branch campus as submitted by campus administrators and approved by their regents. b) Development of criteria for prioritizing capital improvement requests. c) Development of two prioritized lists, one for constitutional institutions and one for other two-year campuses.	5. Periodically review the prioritized capital improvement lists and seek funding through various sources to meet the most urgent needs.

SECTION I - FINANCE AND BUDGET REVIEW

The original and still the basic purpose of the BEF is to analyze the financial needs of the several institutions and make budget recommendations to the executive and legislative branches of government. Over time, it has become evident that analysis of resource needs requires examination of many problem areas and philosophical issues related to postsecondary education. The activities of the BEF have expanded as the need for coordinating and planning for an increasingly complex educational system has been recognized. Since the budgets of the institutions are basic planning documents, review of budgets becomes the focal point for many evaluation and review activities related to instructional programs.

The law pertaining to the powers and duties of the BEF provides a clear description of the intended function of the organization. That law states:

> "73-29-15. Board of educational finance created--Powers.--There is hereby created a board of educational finance whose functions shall be to deal with the problems of finance of those educational institutions designated in sections 11 and 12 of Article XII of the Constitution of the state of New Mexico. The board shall be concerned with the adequate financing of each of said institutions and with the equitable distribution of available funds among them. The board shall receive, adjust and approve the budgets submitted by the several institutions prior to the submission of said budgets to the budget officers of the state and shall exercise such other powers as may hereafter be granted it by law. Notwithstanding any other provisions of law, the board of educational finance, a commission broadly representative of the public and of institutions of higher education, may be designated by the governor to administer funds furnished under Acts of Congress for those educational institutions enumerated in section 11 of Article XII of the Constitution of the state of New Mexico and for such other educational institutions over which the board of educational finance has been granted approval authority and/or supervisory powers."

Over the years, the legislature has defined BEF duties more specifically in the following areas:

1955 - Approval of new graduate programs

1955 - Definition of resident and nonresident students for tuition purposes

1959 - Approval of all capital outlay projects
1959 - Allocation of state bond proceeds
1961 - Approval of institutional out-of-state travel
1963 - Approval for establishment of branch community and junior colleges
1964 - Administration of federal higher education act provisions
1970 - Approval of student fee increases
1970 - Administration of the state student loan program
1973 - 1202 Postsecondary Commission responsibilities
1975 - Proprietary schools licensing responsibilities

Profile of Public Colleges and Universities

Four-year institutions of higher education are generally categorized according to their primary mission. In New Mexico, there are three categories of public four-year institutions. Highlands, Western and Eastern are basically teaching institutions serving the general needs of students in the geographic region of the state in which they are located. Tech is a highly specialized, limited-curriculum school serving the needs of students with special interests in some of the science and engineering fields. The University of New Mexico and New Mexico State University have, in addition to a teaching mission, a commitment and responsibility for large programs of research and public service. With their more diversified curriculum, these two institutions tend to attract students from all parts of the state.

Five of these institutions were created by the territorial legislature, and their existence is described in the original state constitution. Provision was made for the future establishment of Eastern New Mexico University when the constitution was written. Each of the six institutions is governed by a board of regents appointed by the governor and confirmed by the senate. Tuition rates are set by the legislature, and about three-fourths of the funding for instruction comes from state appropriations.

New Mexico Highlands University

New Mexico Highlands University began its operations in 1898 as New Mexico Normal University. In 1917 the school became a four-year teacher training institution. By 1941 the curriculum had expanded to include liberal arts education and graduate courses at the master's degree level.

In recognition of this growth, the name was changed to New Mexico Highlands University. Highlands attracts a majority of its students from six counties in northcentral New Mexico. The largest area of degree production continues to be teacher education.

Western New Mexico University

Western New Mexico University was established in 1893 as New Mexico Normal School for the purpose of training teachers for the thriving mining region of southwestern New Mexico. Later the name was changed to New Mexico Western College and in 1964 to Western New Mexico University. Bachelor's and master's degrees are offered with the fields of business, social science and education being the most popular among undergraduates. In recent years, over 80 percent of the master's degrees have been in teacher education. About two-thirds of the students come to Western from the four counties in extreme southwestern New Mexico.

Eastern New Mexico University

Eastern opened in 1934 as a two-year junior college known as Eastern New Mexico Normal School. Bachelor's degrees were offered in 1940, master's degrees in 1949, and a six-year education specialist degree in 1961. In terms of the number of degrees granted, teacher education is the most productive field followed by business and social science. At the master's level, Eastern awards almost half of the degrees granted in the state in the field of business. Over half of Eastern's students come from six counties in eastern New Mexico.

New Mexico Institute of Mining and Technology

In 1889 the territorial legislature established the New Mexico School of Mines at Socorro. In 1927, by state law, the Bureau of Mines and Mineral Resources was established as a "department" of the School of Mines. The Research and Development Division became a part of the school in 1946 and was moved from Albuquerque to Socorro in 1949. The present name was adopted in 1951. The instructional program is limited to certain specializations in science and engineering leading to a bachelor's, master's or doctor's degree.

The Bureau of Mines is the official state agency responsible by law

for original investigations of mineral resources in New Mexico. The Bureau is primarily a technical organization providing counsel to the mineral industry and to state offices and departments. It does serve all interested citizens by disseminating information on in-state geology, mineral resources, fuels and metallurgy.

The Research and Development Division engages in research leading toward the solution of scientific problems involving the public interest and welfare. Geophysics, hydrology and physics are fields of major concern to the division.

Students attending Tech have unusually high ability as measured by entrance examinations. Approximately one-third of the students are from out of state, and well over half the student body is employed by the institution. This is possible because of the volume of research grants to the institution that include support for students.

University of New Mexico

The University of New Mexico opened its doors in 1892. It is a complex, diversified operation involving large programs of instruction, research and public service.

The academic curriculum consists of programs at all levels and most disciplines except agriculture. The University of New Mexico shares with New Mexico State University doctoral programs in mathematics, the physical and biological sciences, several engineering fields, psychology and education. The University of New Mexico has the only doctoral programs in the state in the fine arts, social sciences, foreign languages, English, business and philosophy. UNM produces 40 percent of the bachelor's degrees in New Mexico, almost half of the master's degrees and three-fourths of the doctor's degrees. UNM has several professional programs, including law, medicine, nursing, pharmacy and architecture.

Research is a major activity at UNM. About $4.9 million of sponsored research in the medical school and $5.2 million in the rest of the institution is funded by outside sources annually. Over $10.1 million in grants for public service projects will be received this year.

The University of New Mexico exhibits a commitment to community

service projects, and large amounts of outside funding are attracted for this purpose. The Institute for Applied Research Services (IARS) is an administrative umbrella designed to facilitate, coordinate and supervise many of these diversified service projects. This administrative organization is supported by indirect cost allowances from the projects within its purview. In addition, the medical school has major public service programs above and beyond the delivery of health care in the Bernalillo County Medical Center.

New Mexico State University

This institution was founded in 1888 as New Mexico College of Agriculture and Mechanic Arts. New Mexico State University is the land grant institution in New Mexico and, as such, offers a diversified program in agriculture and engineering. In addition, NMSU maintains a diversified curriculum at the bachelor's level and master's level and offers doctoral majors in several fields of agriculture, engineering, education and the sciences.

Extensive agricultural activities include the Agricultural Experiment Station with six farms and two ranches located throughout the state on which research is conducted; the Cooperative Extension Service providing educational programs in agriculture and home economics in every county of the state; and the State Department of Agriculture charged with various inspection and regulatory functions as specified by state law.

Outside funding for various kinds of research amounts to over $11 million annually. About 60 percent of this is attributable to the Clinton P. Anderson Physical Science Laboratory and its relation to the White Sands Missile Range. Public service grants will total approximately $3.5 million in 1976-77.

Albuquerque Technical-Vocational Institute

Albuquerque TVI, established in 1965, is the only institution in New Mexico organized under the Technical and Vocational Institute Act. The governing board is the Albuquerque Public School's Board of Education. The Institute is funded from student fees, a 3-mill levy on property in Bernalillo and parts of Sandoval Counties, an appropriation from the state, and federal funds in varying amounts. Albuquerque TVI has been designated an area vocational school and offers no college credit courses.

Luna Vocational Technical Institute

Luna Vocational Technical Institute, established in 1971, is the one institution in New Mexico organized under the Area Vocational School Act. The vocational district includes parts of San Miguel, Mora and Guadalupe Counties; specifically, the Mora Consolidated School District, Las Vegas City School District, West Las Vegas School District and Santa Rosa Independent School District. Tuition is free to residents of the vocational district. Funding is from student fees, a tax on property within the district, an appropriation set by the legislature, and varying amounts of federal funds. As an area vocational school, this Institute offers no college credit courses.

New Mexico Technical Vocational School

New Mexico Technical Vocational School, established in 1909, is a state institution created in the constitution. After several changes in role, from a normal school, to a junior college, to a high school, the campus at El Rito became an area vocational school in 1964 and now offers no college credit courses or high school courses other than vocational. This is one of three area vocational schools with residential facilities for students. A second campus was established in Espanola in 1970. Governed by a board of regents appointed by the governor, this institution is funded from student fees, state appropriations, and federal funds.

New Mexico Junior College

The New Mexico Junior College, located near Hobbs, began operation in 1966 and is the only institution in the state organized under the Junior College Act. The college district includes the public school districts of Eunice, Hobbs, Lovington and Tatum--four of the five school districts in Lea County. Tuition rates are low, with approximately 70 percent of the college funds being generated locally. This associate degree granting institution offers a diversified academic program and extensive continuing education and community service programs as well as serving as an area vocational school offering various vocational-technical programs. Funding sources are student tuition, state appropriations, local funds derived from a property tax, and some federal funds. Ninety-one percent of the students attending NMJC are from Lea County.

New Mexico Military Institute

The New Mexico Military Institute is a state institution founded in 1891, gaining constitutional status with statehood. The Institute enjoys several unique attributes. Full-time enrollment has historically been restricted to men, although the Institute is now preparing to admit women. Military training is required. In addition to the two-year college curriculum, four years of high school education are available, and an evening program is open to Roswell area residents. Tuition rates are set by the legislature, and about half of the students come from out of state.

Branch Colleges

The other nine, public two-year colleges in New Mexico are organized under the Branch College Act. Each of these institutions offers two years of college credit work leading to an associate degree and transferable to a four-year college. The extent of vocational program offerings varies widely among the branches. Branch colleges are funded from student tuition, set by the legislature, local support, state appropriations, and varying amounts of federal funds. Branch colleges are governed by the board of regents of the parent institution, but each branch also has a local advisory board.

Roswell Branch

The Roswell Branch of Eastern New Mexico University was established in 1958. When Walker Air Force Base was closed, the branch occupied those facilities and the program was expanded to include vocational programs. In 1965 the Roswell Branch was declared an area vocational school and it, New Mexico Technical Vocational School, and the Dona Ana Branch are the only vocational schools with residential facilities for students. The branch district includes all of Chaves County, which contains the school districts of Dexter, Hagerman, Lake Arthur and Roswell.

Clovis Branch

The Clovis Branch of Eastern New Mexico University, first established to provide courses for the personnel at Cannon Air Force Base, has expanded into the vocational area. Because of the proximity to the main campus at Portales, academic offerings are limited to part-time students

taking courses in the evening. The High Plains Area Vocational-Technical School, approved and started in 1971, is the vocational arm of the Clovis Branch. The district includes the Texico, Clovis and Tucumcari school districts.

Dona Ana Branch

The Dona Ana County Occupational Education Branch of New Mexico State University is located on the main campus in Las Cruces. It is an area vocational school, and its offerings are limited to vocational-technical education, including associate degree programs. Students attending the branch may live in the New Mexico State University dormitories. The district includes all of Dona Ana County as well as the Hatch, Gadsden, and Las Cruces school districts.

San Juan Branch

The San Juan College, established in 1956, is a branch of New Mexico State University located in Farmington. Its district includes all of San Juan County and the school districts of Bloomfield, Central, Aztec, and Farmington. The college became an area vocational school in 1969.

Alamogordo Branch

The Alamogordo Branch of New Mexico State University was established in 1958. Basically an academic institution, vocational offerings are limited to data processing and nursing which are college credit programs. Course offerings are adapted to meet the needs of the community.

Carlsbad Branch

The Carlsbad Branch of New Mexico State University began its operation in 1950 and was the first branch college in New Mexico. Like the Alamogordo Branch, this is basically an academic institution offering two years of college work. This branch and most of the other branches offer a variety of continuing education courses to the adults of the community.

Grants Branch

The Grants Branch of New Mexico State University was founded in 1968 and has since occupied a former Job Corps center site. Recently the branch has become a skill center and in addition to offering academic programs,

offers a limited number of skill improvement courses designed to improve the employment status of workers in that region.

Gallup Branch

The Gallup Branch of the University of New Mexico, established in 1968, offers a two-year academic curriculum and continuing education courses in response to community needs. Special efforts are made to serve the Indian population of the area by offering courses in locations convenient for this group.

Northern New Mexico Branch

The Northern New Mexico Branch of the University of New Mexico is in its fourth year of operation. Its offerings are limited to academic courses since it shares the campus and serves the same general region as the New Mexico Technical Vocational School, Espanola Branch. This college is offering courses at Espanola and Los Alamos.

Profile of Four-Year Private Colleges and Universities

Of the ten four-year institutions in New Mexico, four are private institutions and six are publicly supported. A brief description of each of the four-year private colleges follows:

College of Santa Fe

The College of Santa Fe, formerly St. Michael's College, founded in 1859, is the oldest college in New Mexico. It is operated by the Christian Brothers and offers a four-year liberal arts curriculum. Over half of the degrees granted last year were in education and business.

University of Albuquerque

The University of Albuquerque began operation in 1920 as St. Francis Summer College and became a teacher training school in 1940 under the name of Catholic Teacher's College of New Mexico. By 1951 the institution had become a liberal arts college and was named College of St. Joseph on the Rio Grande. The present name, University of Albuquerque, was adopted in 1966.

College of the Southwest

The College of the Southwest, a four-year liberal arts college located near Hobbs, began as a two-year junior college in 1956. At that time, it was named Hobbs Baptist College. In 1958 the name was changed to New Mexico Baptist College and in 1962 to College of the Southwest. Most of the students major in business and teacher education.

St. John's College

St. John's College was established in 1784 in Annapolis, Maryland. In the early 1960's the College decided to expand without sacrificing the virtues of smallness by establishing a second campus in the west. St. John's College in Santa Fe was opened in 1964. All students take the same curriculum with no specialized academic majors. Students receive a liberal education based on the books in which the greatest minds of our civilization have expressed themselves. Instruction is basically delivered through the seminar, discussing the assigned readings from the books of the program.

A summer graduate program, designed for high school teachers, leads to a master's degree. This is the only graduate degree program offered by a private institution in New Mexico.

ACTUAL OPERATING EXPENDITURES FOR 1975-76

State of New Mexico Public Four-Year Institutions

(000 omitted)

	I & G*		ALL OTHER ACT.**		T O T A L		
	General Fund	Other Sources	General Fund	Other Sources	General Fund	Other Sources	Grand Total
UNM***	$25,153	11,219	$ 2,040	26,246	$27,193	37,465	64,658
Health Sciences	5,001	5,597	900	16,922	5,901	22,519	28,420
NMSU	15,001	6,367	5,656	26,952	20,657	33,319	53,976
NMHU	3,917	2,224	189	2,023	4,106	4,247	8,353
WNMU	2,242	729	161	815	2,403	1,544	3,947
ENMU	6,327	1,875	383	4,145	6,710	6,020	12,730
NMIMT	2,007	852	1,283	2,869	3,290	3,721	7,011
TOTAL	59,648	28,863	10,612	79,972	70,260	108,835	179,095

* Includes Instruction, Academic Support, Student Services, Institutional Support and Operation and Maintenance of Plant.

** Includes Athletics, Auxiliaries, Research and Other. Does not include Plant Funds.

*** Pharmacy, Nursing and Dental Programs are excluded here and included in Health Sciences.

CAPITAL OUTLAY PROJECTS APPROVED DURING 1975-76

UNM	
Student Union Building Remodeling	$1,500,000
Family Practice and Psychiatric Bldg.	3,035,000
NMSU	
Alamogordo Branch Project	$ 854,000
Ft. Stanton Cooperative Range Research Station Bldg.	187,000
Southeastern Branch Station Bldg.	35,000
Plant Science Research Center Bldg.	60,000
Espanola Valley Branch Station Bldg.	40,000
Plains Branch Station Project	160,000
Beef Cattle Research Station	425,000
Biology Building Remodeling	135,000
San Juan Branch Project	2,615,000
Construction of Greenhouses	200,000
Computer Science Bldg. Addition	1,011,000
TECH	
Gymnasium	$ 361,000
Petroleum Recovery Research Center	1,905,000
Bureau of Mines Addition	107,495
NMMI	
Greenhouse	$ 20,000
Barracks Renovation	1,300,000
NMJC	
Vocational Buildings	$1,204,000

DIFFERENTIAL FUNDING--AN ANALYTICAL APPROACH

The annual task of constructing recommendations for the Instruction and General expenditure and appropriation levels for the six universities is one of the most important areas of endeavor for the Board of Educational Finance. In the past, an incremental budgeting approach has been the basic mode of operation. Under such a procedure, the current expenditure level of each institution is accepted as a point of departure, and the only discussion is about the increment or additional amount of expenditures that will be needed for the succeeding year. Throughout the nation, the incremental budgeting approach has fallen into disfavor, and both legislators and educators have expressed a strong desire for the development of a more rational and logical process of analyzing institutional financial needs. Legislators have become concerned that in a time of scarce resources the available state dollars are not being used as efficiently as possible. At the same time, educational leaders have begun to realize that merely perpetuating the historical funding relationships among institutions does not necessarily achieve equity for future operations. Thus, with acknowledgement that there is a need for an improved process of analyzing financial requirements of institutions, the BEF, in concert with institutional administrators from the New Mexico universities, has launched an effort over the past two years to improve the budgeting and funding process. Following a mandate from the legislature, task forces have been established and many alternatives have been considered. Through the process of trial and error and a great deal of collective consideration, a procedure that is intended to provide systematic analysis of the differential funding needs of various institutions has been developed.

The basic concept behind differential funding asserts that universities have varying needs for funds depending upon the combination of disciplines, student levels, and student body size unique to each campus. Obviously, some disciplines, such as the physical sciences, engineering, and fine arts, are justifiably more expensive than others. In addition, it is widely understood that upper division instruction is more costly than lower division instruction, and graduate instruction is more costly than undergraduate instruction. Size is also an important cost variable since small institutions do not have enough students to fill all of their necessary class sections and, thus, will not be able to realize the overall student/faculty ratio

that larger institutions will be able to achieve. While it might be argued that small institutions should simply offer fewer courses, it can also be pointed out that a legitimate curriculum, even in a small institution, must contain a wide variety of course offerings. Thus, it becomes necessary for a small institution to offer many course sections with relatively small enrollments. This is a case of educational considerations coming before purely economic considerations. The diseconomies of scale which occur in small institutions do, however, have some benefits. The lower student/faculty ratio provides an opportunity for a very close relationship between instructor and student. Students who need special assistance may receive such attention more readily at a small institution. The major point is that under a differential funding approach every student and credit hour is not considered in the same way insofar as funding needs are concerned. Again, it is the combination of specific disciplines, student levels, and size factors which must be analyzed in order to arrive at the unique funding needs of a particular institution.

Above all, the differential funding approach assumes that historical cost analyses, while helpful as a point of departure, should not be the sole means of determining future funding levels. Historical cost studies show us what various segments of the instructional program have cost in the past, but they tell us nothing about what the costs should be or what alterations in the historical cost pattern should be made for the sake of improving the future operations of each institution.

The process being employed by the BEF and the institutions in developing the differential funding needs of each New Mexico university can be described as a series of steps. Step 1 entails the development of historical cost data related to the various discipline clusters and instruction levels at each of the six universities. New Mexico is fortunate in that an historical cost analysis has been undertaken for each of the last five years, and a great deal of historical data are available. After the historical pattern of expenditures is fully understood and displayed, Step 2 is to carefully consider where alterations should occur in the basic historical pattern. Cases of extreme underfunding or overfunding of certain disciplines at specific institutions are identified, and policies are developed for bringing those extreme cases within acceptable limits or bounds.

Thus, the historical pattern of expenditures is altered before it is used as a point of departure for consideration of funding recommendations for subsequent years.

Step 3 in the funding recommendation procedure is the conduct of a challenge round that allows any institution to challenge a particular discipline at a particular student level and present a case to its peer group of institutions that the funding level for that particular segment of its instructional program should be improved. Again, it should be remembered that the basic idea behind differential funding is to assess the true needs of an institution and recommend adequate funding so that it may fulfill its mission. Just as we should always be careful to identify and correct those cases where overfunding may have occurred, we should also be diligent in identifying those segments of the institutional operation that have been unduly starved for funds in the past and sorely need improvements in their funding allocation.

A fourth step in the differential funding analysis entails the averaging of unit costs (cost per student credit hour) among the various discipline clusters and instruction levels across institutions of various sizes. As a general principle, unit costs are averaged among two sets of institutions. The first set includes all of the smaller institutions, while the second set includes only the two larger universities (University of New Mexico and New Mexico State University). While the averaging is intended to have a leveling effect on the funding patterns in the institutions, it is not felt to be appropriate that the averaging occur across all six universities since there are significant differences due to their size variations. It seems most appropriate to average small institutions with other small institutions and the large universities only with one another. If all institutions were averaged together, the sheer size of the large institutions would result in their dictating the unit costs and funding levels that would be applied to the small institutions as well as to themselves.

The differential funding analysis procedure thus far has simply taken historical cost patterns and analyzed them to identify specific segments of each institution's instructional operation that need to be corrected. Thus, the historical picture will become updated and improved to reflect the differential needs of each institution. After this has been accomplished,

two additional steps must be undertaken. First, the effects of inflation in succeeding years must be taken into account. This requires that the pattern of unit costs (cost per student credit hour) must be incremented to reflect the effects of inflation. As we use the historical data from one academic year to plan for funding in successive academic years, we must be sure that the buying power of the historical dollars is maintained. Another task is to determine, to the best of our ability, the level of enrollment which will incur in each institution in subsequent years. Thus, the historical enrollment levels must be carefully considered and the decision made to fund the institutions for either a steady state enrollment or some amount of growth or decline. At this point, it is also important to consider whether or not a general improvement factor for all institutions should be included in the BEF recommendation.

After having altered the historical funding pattern to accommodate the effects of inflation improvement factors and potential institutional enrollment growth, the number of student credit hours that an institution is expected to generate and the planned unit costs of those credit hours are multiplied to arrive at a calculation of the instructional expenditures for each institution. General support costs, including such things as library expenditures, physical plant maintenance and operation, administration, and student services, are calculated as a percentage of the planned instructional expenditures. Again, historical patterns and comparative data are used in determining the calculation mechanism for the general support expenditures.

After the recommendations for Instruction and General expenditures for each of the six institutions have been developed, careful consideration must be given to the sources of revenue necessary to support the recommended expenditure levels. Such items as tuition revenue, interest on current funds investments, etc., are subtracted from the Instruction and General expenditure levels. After these amounts have been subtracted, the amount of the state appropriation to each institution in support of its expenditure level can be identified. The state must be concerned about the authorized Instruction and General expenditure level for each institution since it is state appropriations that provide the major source of funds in support of each expenditure level. However, the state must

also plan with the institutions concerning the amount of funds to be raised by tuition, fees, and other revenue sources. The key to understanding the financial capabilities of each institution is examination of the expenditure levels. If one merely looks at appropriation levels, a great deal of misunderstanding concerning the relative financial capabilities of the six universities may result since there are variations in the amount of other revenue sources that are available to the individual institutions.

Any successful analysis of the differential funding needs of each institution depends upon the full cooperation of the institutions themselves. It is the institutions who provide the data that serve as a basis for all of the analyses. It is the institutional leaders who must sit down together and develop the policies regarding differential financial treatment of various discipline clusters, student levels, and institutional size factors. The New Mexico universities have been extremely helpful to the BEF staff during the effort to improve our analysis of differential funding needs. While there is still a great deal of work to be done aimed at further refinement of the BEF Instruction and General recommendation procedures, significant improvements have already been realized. The BEF is not attempting to construct a completely objective, number driven funding formula. To the contrary, we must preserve our options to make judgments based on the best information available. Funding colleges and universities is not a push-button affair. Each institution is unique and should have every opportunity to relate its unique characteristics to the funding process. We need to quantify many aspects of institutional operations. However, it is equally important that we have the wisdom to resist trying to quantify the unquantifiable. Constant communication between the universities and the BEF has helped in avoidance of many pitfalls in the past and is an absolute essential if the BEF is to remain effective in serving the best interests of postsecondary education in New Mexico in the future.

SECTION II - INSTRUCTIONAL PROGRAMS

Academic Program Duplication Study

The 1975 New Mexico Legislature directed the Board of Educational Finance-Commission on Postsecondary Education to conduct a study of academic program duplication among the institutions of higher education. Working with the Academic Council for Higher Education, composed of the chief academic officers of each of the institutions, the following steps have been taken during the past year:

(1) After surveying practices in other states and identifying those aspects of program review that seemed suited for this study, the Academic Council met in August and adopted the following criteria for program review:

CRITERION ONE

Number of graduates by degree level from each program in the last five years:

Baccalaureate level programs having four or less graduates per year on the average over the last five years

Masters level programs having three or less graduates per year on the average over the last five years

Specialist level programs having three or less graduates per year on the average over the last five years

Doctoral level programs having two or less graduates per year on the average over the last five years

CRITERION TWO

Average of head count students enrolled in Fall 1974 and Fall 1975:

Baccalaureate level programs having twelve or less majors per year on the average over the last two reporting periods

Masters level programs having nine or less majors per year on the average over the last two reporting periods

Specialist level programs having nine or less majors per year on the average over the last two reporting periods

Doctoral level programs having six or less majors per year on the average over the last two reporting periods

After application of these criteria to all academic programs, 73 were identified for further study.

(2) The Academic Council is also working to identify the critical mass of academic programs necessary to provide a general liberal arts education. Such general education courses as English, mathematics, natural science, etc., are necessary, but are "degrees" also necessary?

(3) Little progress has been made concerning questions of geographic accessibility as a factor in justification of duplication. The related problem of admission standards also remains under study.

(4) The Academic Council has asked the Council of Graduate Deans to review the existing policy on approval for new graduate programs. The Board of Educational Finance currently has legislative authority for approving new graduate programs.

(5) The Academic Council is continuing its study of the role and mission of each institution.

A preliminary report from the Academic Council on the programs identified for close study has been made to the Board of Educational Finance, and a final report will be made prior to the 1977 legislative session.

INVENTORY OF ACADEMIC PROGRAMS

Public Institutions of Higher Education in New Mexico 1975-76

	Bachelor's Level						Master's Level						Doctor's Level		
	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	TECH
0100 AGRICULTURE															
0101 Agriculture, General		X													
0102 Agronomy		X						X						N	
0103 Soils Science		X													
0104 Animal Science		X						X						N	
0107 Fisheries & Wildlife Sci.		X						X							
0108 Horticulture		X						X							
0110 Farm & Range Management		X													
0111 Agricultural Economics		X						X							
0112 Agricultural Business		X			X										
0115 Recreational Area Mgmt.		X													
0117 Range Science		X						X						N	
0194 Agric. & Extension Educ.		X						X							
0195 Pest Management		N													
0196 Environ. & Resource Econ.		N													
0197 Agricultural Biology		X													
0198 Feedlot Management					X										
0199 Joint Program in Econ.								X							
0200 ARCHITECTURE															
0202 Architecture	X						X								
0300 AREA STUDIES															
0307 Russian Studies	X														
0308 Latin American Studies	X				X		X						X		
0313 American Studies			X		X				X				X		
0398 Ibero-American Studies															
0400 BIOLOGICAL SCIENCES															
0401 Biology	X	X	X	X	X	X	X	X	X		X		X	X	
0402 Botany				X											
0407 Zoology				X											
0419 Environmental Health					X										
0498 Wildlife Management					X										
0500 BUSINESS & MANAGEMENT															
0501 Business, General	X		X	X					X						
0502 Accounting	X	X	X	X	X										
0504 Finance	X	X			X										
0506 Business Admin. & Mgmt.	N	X			X		X	X		X	X		N		
0509 Marketing	X	X		X	X										
0511 Real Estate					X										
0512 Insurance					N										
0513 Intern'l Business & Mgmt.	X														
0514 Secret'l Studies & Admin.		X	X	X	X										
0515 Personnel Management				X	X										
0517 Business Economics		X													
0595 Organizational Behavior	X														
0596 Computer Based M.I.S.	X														
0597 Business Systems Analysis		X													
0598 Industrial Administration							X								
0600 COMMUNICATIONS															
0601 Communications					X										
0602 Journalism	X	X	X												
0700 COMPUTER & INFORMATION SCI.															
0701 Computer Science	N	X			X	X	N	X				N			
0703 Data Processing					X										

N New Programs

INVENTORY OF ACADEMIC PROGRAMS

Public Institutions of Higher Education in New Mexico 1975-76

	Bachelor's Level						Master's Level						Doctor's Level		
	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	TECH
0800 EDUCATION															
0802 Elementary Education	X	X	X	X	X		X	X	X	X	X				
0803 Secondary Education*	X	X			X		X	X	X	X	X				
0808 Special Education	X		X		X		X		X		X				
0821 Educational Foundations							X						X		
0823 Early Childhood Education					N										
0826 Counseling & Guidance**							X	X	X	X	X		X	X	
0827 Educational Admin.**							X	X	X	X			X	X	
0829 Curriculum & Instruction**													X	X	
0831 Art Education	X			X	X		X								
0832 Music Education	X			X	X		X				X				
0833 Math Education	X														
0834 Science Teaching	X						X					X			
0835 Physical Education	X	X	X	X	X		X		X		X				
0837 Health Education	X						X								
0838 Business Education	X		X	X	X		X		X		X				
0839 Ind.Arts/Voc-Tech. Educ.	X		X		X		X		X						
0892 Bilingual Elem. Education			X	N					X						
0895 Home Economics Education	X			X	X		X								
0896 Recreation	X				X		X								
0898 Communication Arts Educ.	X														
0900 ENGINEERING															
0903 Agricultural Engineering		X													
0905 Biomedical Engineering	N														
0906 Chemical Engineering	X	X					X	X					X		
0907 Petroleum Engineering						X						X			
0908 Civil Engineering	X	X					X	X					X	X	
0909 Electrical Engineering	X	X					X	X					X	X	
0910 Mechanical Engineering	X	X					X	X					X	X	
0911 Geological Engineering		N				N									
0913 Industrial Engineering		X						X							
0914 Metallurgical Engineering						X									
0915 Materials Engineering						X									
0918 Mining Engineering						X						X			
0920 Nuclear Engineering							X						X		
0922 Environmental Engineering						X									
0925 Engineering Technology		X													
0998 Energy & Power Systems	N														
1000 FINE & APPLIED ARTS															
1002 Art	X	X	X	X	X		X	X	X						
1003 Art History	X						X						X		
1004 Music	X	X		X	X		X	X			X				
1005 Music Liberal Arts Prog.			X						X						
1006 Musicology	X						X								
1007 Dramatic Arts	X	X	X		X										
1098 Music Therapy				N	X										
1100 FOREIGN LANGUAGES															
1102 French	X	X	X		X		X								
1103 German	X	X													
1105 Spanish	X	X	X	X	X		X	N	X						
1106 Russian		X													
1196 Romance Languages													X		
1197 Classics	X														
1198 Portuguese	X						X								

*This program usually taken in conjunction with subject matter field.

**See Education Specialist listing.

N New Program

INVENTORY OF ACADEMIC PROGRAMS

Public Institutions of Higher Education in New Mexico 1975-76

	Bachelor's Level						Master's Level						Doctor's Level		
	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	NM.IU	WNMU	ENMU	TECH	UNM	NMSU	TECH
1200 HEALTH PROFESSIONS															
1203 Nursing	X	***													
1206 Medicine, M.D.													X		
1211 Pharmacy	X														
1212 Physical Therapy	Ø														
1213 Dental Hygiene	X														
1220 Speech Pathology	X	X			X		X				X				
1223 Medical Technology	X	X	X		X	X									
1300 HOME ECONOMICS															
1301 Home Economics	X		X	X				Ø							
1305 Family & Consumer Studies		X													
1306 Dietetics	X														
1309 Food & Nutrition Services		Ø													
1310 Home Economics Education		X													
1311 Home Econ. Communications		Ø													
1398 Home Economics in Business		X													
1400 LAW															
1401 Law													X		
1500 LETTERS															
1501 English	X	X	X	X	X		X	X	X	X	X		X		
1503 Comparative Literature	X						X								
1505 Linguistics	X						Ø								
1506 Speech	X	X	X		X		X	X							
1508 Teaching English 2nd Lang.	X				Ø										
1509 Philosophy	X	X	X				X						X		
1510 Religious Studies					X						X				
1597 English-Philosophy	X														
1598 Speech & Drama (comb.)											X				
1600 LIBRARY SCIENCE															
1601 Library Science			X												
1700 MATHEMATICS															
1701 Mathematics	X	X	X	X	X	X	X	X	X		X	X	X	X	
1900 PHYSICAL SCIENCES															
1901 Basic Sciences						X									
1902 Physics	X	X	X		X	X	X	X	X			X	X	X	X
1905 Chemistry	X	X	X	X	X	X	X	X	X		X	X	X	X	
1911 Astronomy								***							
1912 Astrophysics	X														
1914 Geology	X	X			X	X	X					X	X		
1915 Geochemistry												X			
1916 Geophysics						X						X			
1917 Geoscience & Earth Sci.			X												X
1920 Metallurgy												X			X
1998 Hydrology												X			
2000 PSYCHOLOGY															
2001 Psychology	X	X	X	X	X	X	X	X	X		X		X	Ø	
2100 PUBLIC AFFAIRS & SERVICES															
2102 Public Administration				Ø			X								
2104 Social Work		X	X												
2105 Police Science		X		Ø											
2198 City & Regional Planning		Ø													

***To be implemented in 1977.

INVENTORY OF ACADEMIC PROGRAMS

Public Institutions of Higher Education in New Mexico 1975-76

	Bachelor's Level						Master's Level						Doctor's Level		
	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	NMHU	WNMU	ENMU	TECH	UNM	NMSU	TECH
2200 SOCIAL SCIENCES															
2201 Social Sciences, General	X		X	X	X	X			X	X					
2202 Anthropology	X	X			X		X				X		X		
2204 Economics	X	X		X	X		X	X					X		
2205 History	X	X	X	X	X	X	X	X	X		X		X		
2206 Geography	X	X			X		X								
2207 Political Sci. & Govt.	X	X	X		X		X	X			X		X		
2208 Sociology	X	X	X		X		X	X					***		
2213 Mexican American Studies			X												
2297 Ethnic Studies					X										
2298 Economics-Philosophy	X														
2299 Sociology/Anthropology			X												
4900 INTERDISCIPLINARY STUDIES															
4902 Biol. & Physical Sciences				X					X		X				
4997 University Studies, Academic Studies, Individualized Studies, General Studies	X	X		X	X	X									
4998 Medical Sciences							X						X		

	Education Specialist (Six Year Program)					
	UNM	NMSU	NMHU	WNMU	ENMU	TECH
0800 EDUCATION						
0808 Special Education					X	
0826 Counseling & Guidance	X	X			X	
0827 Educational Admin.	X	X			X	
0829 Curriculum & Instruction	X	X				
0830 Reading Education		X			X	

***To be implemented in 1977.

INVENTORY OF ACADEMIC MAJORS

Private Institutions of Higher Education in New Mexico 1975-76

Bachelor's Level

	College of Santa Fe	University of Albuquerque	College of the Southwest	St. John's College
Biology	X	X		
Accounting	X	X		
Business Administration	X	X	X	
Management	X			
Bilingual Education	X	X		
Business Education*	X			
Elementary Education	X	X	X	
Physical Education	X	X		
Secondary Education		X	X	
Special Education		X	X	
Art		X	X	
Dramatics (Theatre)	X	X		
Music	X	X		
Spanish	X	X		
Medical Technology	X	X		
English	X	X	X	
Religious Studies	X	X		
Mathematics		X	X	
Psychology	X	X	X	
General Science	X			
Chemistry		X		
Corrections		X		
Criminology		X		
Economics		X		
History	X	X	X	
Human Relations			X	
Humanities	X			
Political Science	X	X		
Public Administration*	X			
Social Science	X			
Social Work	X	X		
Sociology		X		
Urban Development		X		
Visual Arts*	X			
General Studies	X	X		X

*New Program

Fall Term Full-Time Equivalent College Credit Enrollment

Public Two-Year	1972	1973	1974	1975	1976
New Mexico Military Institute	338	413	476	520	599
New Mexico Junior College	722	729	709	806	751
Clovis Branch	152	155	201	275	325
Roswell Branch	434	498	519	573	612
Gallup Branch	170	190	305	353	321
Northern N. M. Branch	-	308	388	472	502
Alamogordo Branch	386	406	448	585	618
Carlsbad Branch	196	256	263	351	300
Dona Ana Branch	-	-	124	180	216
Grants Branch	114	115	138	163	179
San Juan Branch	319	332	374	477	568
Sub Total	2,831	3,402	3,945	4,755	4,991
Public Four-Year					
University of New Mexico*	15,805	16,223	16,345	16,909	16,833
New Mexico State University	8,333	8,276	8,693	9,504	9,731
New Mexico Highlands University	2,630	2,305	1,979	1,941	1,870
Western New Mexico University	1,156	1,120	1,194	1,228	1,219
Eastern New Mexico University	3,914	3,800	3,690	3,726	3,437
New Mexico Tech	935	894	815	838	905
Sub Total	32,773	32,618	32,716	34,146	33,995
Private Four-Year					
University of Albuquerque**	1,771	1,901	1,885	1,974	1,830
College of Santa Fe	959	982	876	937	867
College of the Southwest	125	79	66	64	75
St. John's College	261	259	275	287	285
Sub Total	3,116	3,221	3,102	3,262	3,057
GRAND TOTAL	38,720	39,241	39,763	42,163	42,043

*Excludes Medical School
**Includes Off-Campus Programs

DEGREES AWARDED BY NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION

July 1, 1975 - June 30, 1976

	Assoc.[1]	Bach-elors	Mas-ters	Educ. Spec.[2]	First Prof.[3]	Doc-tors	Total
University of New Mexico	105	2059	706	20	165	110	3165
New Mexico State University	297	1341	300	14		37	1989
New Mexico Highlands Univ.	40	280	131				451
Western New Mexico Univ.	5	154	78				237
Eastern New Mexico Univ.	53	608	342	3			1006
N. M. Inst. of Mining & Tech.		102	27			5	134
New Mexico Military Institute	127						127
New Mexico Junior College	110						110
Total Public Institutions	737	4544	1584	37	165	152	7219
University of Albuquerque	127	314					441
College of Santa Fe	32	159					191
College of the Southwest		29					29
St. John's College		44	25				69
Total Private Institutions	159	546	25				730
GRAND TOTAL	896	5090	1609	37	165	152	7949

[1]Associate - two-year certificate or degree (includes Branches)

[2]Education Specialist - six-year program

[3]First Professional - includes Doctor of Medicine and Juris Doctor

SECTION III - PROPRIETARY INSTITUTIONS

The 1975 legislative session passed two acts relating to private and/or proprietary schools and colleges. These acts were the Postsecondary Educational Institution Act and the Out-of-State Proprietary School Act. The Board of Educational Finance-Commission on Postsecondary Education has adopted procedures for the administration of these acts in the following areas:

(1) Standards and Guidelines for Certifying Private Proprietary Schools and Colleges

(2) Application for Permit or Certificate of Approval to Operate a Private Proprietary School or College

(3) Rating Form for Visiting Team Members

(4) Regulations for the Issuance of Certificates of Permit and Approval to Private Proprietary Schools and Colleges in New Mexico

(5) Application for Permit or Certificate of Approval to Operate an Out-of-State Private Proprietary School or College

(6) Regulations for Non-State Resident Correspondence Schools and Other Private Proprietary Non-State Resident Schools and Colleges

(7) Application for Agent's Permit

(8) Statement of Fiscal Responsibility

(9) Surety Bond Form

The Postsecondary Educational Institution Act has as its purpose " . . . to improve the quality of postsecondary education and to prevent misrepresentation, fraud and collusion in offering educational programs . . . " in New Mexico. Based on model E.C.S. legislation, the Act is intended to protect the student by setting certain minimum standards for operation.

Since last fall's report, seven new exempt schools have been added to the directory of proprietary institutions operating in New Mexico:

1. Berean Christian College
2. Commercial Diving Center
3. Franklin Pierce College
4. La Salle Extension
5. LaVerne College
6. Phoenix School of Welding
7. United States Reading Labs, Inc.

Five schools have been dropped:

1. United Systems, Inc.
2. Mr. Tax of America
3. Mike Haley Dance Center
4. Southwest College
5. Santa Fe School of Arts and Crafts

Three new permits have been issued:

1. Columbia College
2. Opportunities Industrialization Center
3. Superior Truck Driving

Directory of Institutions Operating Under the Postsecondary Educational Institution Act and Out-of-State Proprietary School Act

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
AAA Business College 525 San Pedro, NE Albuquerque, NM 87108 Agents: 5 Noel T. Cudd, Jr. President		X		X		X	500	Stenographic Course Secretarial Executive Secretarial Junior & Senior Accounting
Alamogordo Secretarial School 1201 Cuba Avenue Alamogordo, NM 88310 Agents: 1 Virginia Scarbrough Director		X		X		X	150	Basic Secretarial Executive Secretarial
Albuquerque Business College P. O. Box 8523 Albuquerque, NM 87108 Agents: 0 Ann Eggert Director		X		X		X	200	Higher Accounting Business Administration Junior Accounting Bookkeeping Executive Secretarial
Albuquerque Meatcutting School, 5844 Osuna Dr., NE Albuquerque, NM 87109 Agents: 1 Stephen N. Sanchez Director		X (Not recommended for approval)		X		X	25	Meatcutting Meat Market Management Meat Market Supervision
Albuquerque School of Watchmaking 111 General Somervell, NE Albuquerque, NM 87123 Agents: 2 Delbert O. Caress Director		X		X		X	28	Watchmaking
American Automation Training Centers, Inc. 3435 Broadway Kansas City, MO 64111 Agents: 5 Robert D. Streeter Director	X		X		X	X	N 4,742	Data Processing

Definition of Abbreviations
O-S = Out-of-State, I-S = In-State, P = Permit, C-A = Certificate of Approval, E = Exempt, R = Renewal, E-E = Estimated Enrollment, N = National Enrollment, NA = Not Available

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Anthropology Film Center P.O. Box 493 Santa Fe, NM 87501 Agents: 0 Joan S. & Carroll W. Williams, Directors		X			X		24	Filming Techniques
Arizona Automotive Institute, Inc. 6829 North 46th Avenue Glendale, AZ 85301 Agents: 1 George Milhoan President	X				X		1,250	Automotive & Drafting
Art Instruction Schools, Inc.; Palmer Writers School, Inc. 500 South Fourth Street Minneapolis, MN 55415 Agents: 3 Dr. A. Conrad Posz Director	X		X			X	57	Fundamentals of Commercial Art, Specialized Commercial Art, Fiction Writing, and Non-Fiction Writing
Artesia Christian College Box 9, Artesia, NM 88210 Agents: 7 Howard K. Davis President		X	X			X	50	Church Related & Vocational Courses
Automation & Training Universal Corporation 425 Lincoln Street Denver, CO 80203 Agents: 3 Lincoln A. Salem President	X				X		0	Computer Training Architectural Drafting Machine Drafting
Bell & Howell Schools 4141 Belmont Avenue Chicago, IL 60641 Agents: 4 Len D. Dunlap President	X				X		48	Electronics Engineering Technology
Berean Christian College Box 2621 World Administrative Center Wichita, Kansas 67201 Agents: 0 Dr. Charles Bachman President	X				X		3	A Program of Continuing Education for Ministers, Evangelists, & Missionaries

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Capitol Radio Engineering Institute 3939 Wisconsin Avenue Washington, D.C. 20016 Agents: 1 John F. Thompson President	X				X		424	Electronic Engineering Technology, Communications Engineering, Aeronautical & Navigational Engineering
Christian Broadcasting 8901 Candelaria Rd., NE Albuquerque, NM 87112 Agents: 0 Raymond L. Franks, Jr. President		X	X			X	15	Broadcast Announcing
Cleveland Institute of Electronics 1776 E. 17th Street Cleveland, OH 44114 Agents: 1 D. F. Little Admin. Ass't.	X				X		20	Architectural Drafting & Design
Coleman American Companies, Inc. 3435 Broadway Kansas City, MO 64111 Agents: 0 James F. Locke Director	X				X		1	American Training Centers of Kansas City Standard Technical Institute
College of Santa Fe Santa Fe, NM 87501 Agents: 0 Brother Cyprian Luke F.S.C. President		X			X		937	General Education
College of the Southwest Hobbs, NM 88240 Agents: 0 Bruce Evans President		X			X		64	General Education
Columbia College 8th and Rogers Columbia, MO 65201 Agents: 0 W. Merle Hill President	X		X			X	20	General Education for military representatives on active duty - Degree completion program

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Commercial Diving Center 272 Fries Avenue Wilmington, CA 90744 Agents: 0 James T. Joiner President	X				X		1	Commercial Diving
Commercial Trades Institute 1400 W. Greenleaf Avenue Chicago, IL 60626 Agents: 9 J. J. Barringer Director	X				X		30	Automated Electronics Air Conditioning, Refrigeration, Automotive Mechanics Computer Programming
Coronado Technical Institute 225 San Pedro, NE Albuquerque, NM 87108 Agents: 0 Arthur Russell President		X			X		36	Electro-Mechanical Drafting & Design, Structural Steel Detailing & Design, Mapping, Topographical Drafting
Denver Automotive & Diesel College 460 South Lipan Denver, CO 80223 Agents: 1 Ted Stone President	X				X		65	Automotive Technician Automotive-Diesel Combination
Denver Institute of Tech., Inc. 2250 South Tejon Street Englewood, CO 80110 Agents: 2 R. Wade Murphree President	X				X		23	Electronics
Elba Systems Corporation 5929 East 38th Avenue Denver, CO 80207 Agents: 4 Ralph H. O'Brien Director	X		X				59	Life Insurance Sales Management
FAS International, Inc. 17 Riverside Avenue Westport, CT 06880 Agents: 1 Frederick J. Henning Director	X			X		X	N 4,000	Commercial Art Painting & Cartoon Course

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Franklin Pierce College Law Center Concord, NH 03301 Agents: 0 Michael P. Gross Assoc. Prof. of Law	X				X		21	Law Courses
H&R Block, Inc. 2135 San Mateo, NE Albuquerque, NM 87110 Agents: 1 Henry W. Block President		X	X			X	300	Basic Income Tax Course
Lafayette Academy 984 Charles Street Providence, RI 02904 Agents: 2 Erwin Stein President	X				X		56	Accounting, Advertising Business Law Computer Programming
La Salle Extension University 417 South Dearborn Street Chicago, IL 60605 Agents: 4 Allan McFadden Chief Exec. Officer	X				X		341	Correspondence Institution
La Verne College 1950 Third Street La Verne, CA 91750 Agents: 0 Paul F Motzkus, Dean	X				X		NA	Off Campus Teacher Training Program
Las Cruces Technical & Business College, Inc. 430 South Main Las Cruces, NM 88001 Agents: 2 William M. Mattiace Director		X		X		X	125	Medical Lab Technician Dental Assisting Program Secretarial Program Electronics Program
Lincoln Services, Inc. 2211 Broadway Pekin, IL 61554 Agents: 2 Richard V. Barnes President	X			X		X	40	Preparation - Civil Service Examination
Lincoln Technical Inst. 2227 Erving Blvd. Dallas, TX 75207 Agents: 0 Julius Fambry, President	X				X	X	10	Automotive-Diesel Technology Scientific Engine Tune-up

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Metalworks Welding School, The 511 White Sands Blvd. Alamogordo, NM 88310 Agents: 0 Daniel R. King Director		X	X			X	36	General Welding
National College of Business 620 Roma, NW Albuquerque, NM 87102 John W. Hauer President		X			X		100	Business Courses
New Mexico Institute of Real Estate - A Division of Jones Real Estate Schools, Inc. 2201 San Pedro, NE Building 3, Suite 110 Albuquerque, NM 87110 Agents: 2 Steve Dodge, Director		X		X		X	540	Real Estate Principles Salesman Preparation Brokers Preparation
New Mexico Law Enforcement Academy, P.O. Box 2323 Santa Fe, NM 87501 Agents: 0 I. E. Salazar, Director		X		X		X	1,144	Basic Police School Basic Traffic & Legal Matters Management
North American Technical Institute, Inc. 1606 Central Avenue, SE Albuquerque, NM 87106 Agents: 0 Walter L. Johnston President		X			X		54	Electronic Engineering Technology
Northwest Schools, Inc. 1221 NW - 21st Avenue Portland, OR 97209 Agents: 1 W. A. Sawyer President	X				X		N 2,400	Heavy Equipment Motel/Hotel Management Art Training

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
Opportunities Industrialization Center, Inc. 1500 Walter S.E. P.O. Box 25383 Albuquerque, NM 87125 Agents: 0 Robert L. Williams Director		X	X			X	100	Business Courses
Parks School of Business, Inc 1370 Pennsylvania Denver, CO 80203 Agents: 7 Charles L. Davis Director	X			X		X	540	Secretarial Business Administration Medical Assistant Datamation Processing Fashion Merchandising Travel Transportation Career
Phoenix Institute of Technology 2555 E. University Dr. Phoenix, AR 85034 Agents: 1 Donald W. Schock President	X				X		14	Automotive, Drafting, & Electronics
Phoenix School of Welding, Inc. 603 South First Av. Phoenix, AZ 85003 Agents: 0 Jan A. Buseman Director	X				X		NA	Welding
Saint John's College in Santa Fe Santa Fe, NM 87501 Agents: 0 Richard Weigle President		X			X		287	General Education
Santa Fe Business College 121 North Federal Place Santa Fe, NM 87501 Agents: 0 Agnes I. Williams Administrator		X			X		80	Business Courses

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
School of Broadcast Training (KSVP), 317 W. Quay Artesia, NM 88210 Agents: 1 Dave Button, Director		X		X		X	10	Broadcast Announcing
Southwest Business College Second Floor - Veigel Bldg. Plainview, TX 79072 Agents: 0 Eureta Swanner, Director	X				X		1	Court Reporting Legal-Medical Secretarial Motel Management
Southwestern Business College 100 North Pennsylvania Box 55 Roswell, NM 88201 Agents: 0 David Clary, Director		X		X		X	40	Accounting, Secretarial
Standard Technical Institute, 3425 Broadway Kansas City, MO 64111 Agents: 9 Dale B. Coleman President	X				X		40	Motorcycle Technology
Superior Truck Driving A Division of Continental Training Services, Inc. 2441 Production Dr., Suite 211 Indianapolis, IN 46241 Agents: 2 Dr. Edgar E. Stahl, Director	X		X				350	Corresponding Courses
Transport Careers Inc. 5320 Industrial Road Fort Wayne, IN 46825 Agents: 2 Hugh B. Orr, President	X		X			N	1,300	Semi-Truck Driver Training
United States Reading Labs, Inc. Security National Bank Bldg. Suite 1008 502 North Main Roswell, NM 88201 Agents: 0 Doug Scott, President		X			X		0	Reading Courses

NAME	O-S	I-S	P	C-A	E	R	E-E	COURSES OFFERED
University of Albuquerque St. Joseph's Place, NW Albuquerque, NM 87120 Agents: 0 Gil Cordova, Acting President		X			X		1,974	General Education
Vo-Tech Institute, Inc. I-40 East at Juan Tabo Albuquerque, NM 87112 Agents: 8 J. Neal Vogan, President		X		X		X	150	Automotive Mechanics Motorcycle Mechanics, Marine and Small Engine Mechanics, Welding
Wyoming Technical Institute, Inc. P.O. Box 906 Laramie, WY 82070 Agents: 0 Mike Shutte, President	X				X		6	Automotive, Diesel, Body, Fender & Paint Technician

SECTION IV - COMPREHENSIVE PLANNING

Regional Planning Meetings

The BEF is charged with conducting planning activities in all areas of postsecondary education for the state of New Mexico. One of the most important aspects of that planning activity is concerned with the emerging set of two-year institutions. As our branch community colleges and other two-year institutions grow and mature, they will play an increasingly prominent role in providing access to both academic and vocational programs at the postsecondary level to New Mexico citizens. Several of the two-year institutions are currently acquiring new capital facilities. They are becoming increasingly attractive to students on the basis of their convenience, their improved physical environment, and the savings which a student may experience from living at home while attending college. It is important that New Mexico carefully consider the kind of network of two-year institutions that it will need over the next several years and then work toward making such a system a reality.

During the past year, BEF staff have conducted fourteen public meetings throughout the state of New Mexico to deal with the problems of planning for two-year postsecondary institutions. These regional meetings were held with the assistance and cooperation of each of the state postsecondary institutions including the four-year campuses as well as the two-year community colleges and vocational schools. The objective of these sessions was to take issues related to postsecondary planning to the people and create a heightened awareness of the kinds of decisions which will confront educational planners and the legislature during the next few years. As information and alternatives were suggested, input from local participants was sought in an effort to gather grassroots' feelings and perceptions about the current situation and the possibilities for improvement in the future.

A number of important topics were discussed at each of the sessions. Prominent among these topics was consideration of methods for funding the two-year campuses. The pros and cons of full state funding versus a combination of state funding and local mill levies generated a great deal of dialog. While there is no single best way to provide funding for local

two-year institutions, many people throughout the state agree that the current method of funding such campuses has generated a great many inequities that should be remedied. A consistent concern voiced throughout the state was that too great a reliance on state funding would inevitably lead to loss of local control. Local boards for the two-year campuses are felt to be highly desirable and should remain an important feature of the operation of our community college and vocational school system regardless of the type of funding mechanism that may evolve in the future.

Coordination of new program starts and the problem of reviewing and approving new programs on the several campuses were also discussed. How much duplication of vocational and two-year academic programs should be fostered throughout the state? Obviously, many of the basic academic and vocational programs should be offered in each location in order to provide access in all geographic regions of the state. However, some very expensive vocational programs might be offered in only a single place or on a rotating basis throughout the state in order to conserve state resources. In many cases, it may be less expensive and more efficient to bring the students to the unique and highly expensive program rather than trying to offer the program in too many locations and perhaps affecting the quality of the program in the process. Also, institutions that start vocational or other programs on federal money or other temporary sources of funds feel that they need to gain some assurance from the state that it will accept the obligation to fund those programs if and when the temporary funds are no longer available. It is widely agreed that local two-year postsecondary institutions must be able to respond quickly to local needs and initiate programs that are uniquely suited to the type of industry and interests of the local community. Any program approval apparatus that forestalls this ability to respond to local needs could significantly curtail the ability of the two-year campuses to fulfill their mission. On the other hand, there is wide agreement that programs that are installed without sufficient planning may not serve the community or its residents well. Local program planning, coordinated with statewide planning, is an imperative if our two-year campuses are to maintain high quality and economic efficiency.

The concept of dividing the state into areas of responsibility, or

service areas, for the delivery of two-year vocational and academic programs was described at each of the fourteen sessions. Each of our institutions needs to feel some responsibility for its particular portion of the state insofar as reaching out to deliver some of the basic postsecondary two-year programs is concerned. Currently, there are some portions of the state for which no institution seems to feel any responsibility. Consequently, those areas experience significant unmet postsecondary educational needs. Methods of encouraging the current set of institutions to look after the needs of some of the more remote communities in our state should be sought. There need not be a complete campus or administrative unit in each New Mexico community. However, there may be attendance centers, offering high quality programs taught by regular faculty from the current colleges and universities, in every sizable New Mexico community without incurring undue costs to the taxpayers of this state. In a state that is as far-flung and sparsely populated as New Mexico, it simply makes good sense to take the educational programs to the people in many cases rather than requiring them to come long distances to the currently existing campuses.

Nearly every state has problems with articulation between its many institutions. New Mexico is no different, and the problems related to the transferability of credits and the coordination of educational programs among the several institutions were discussed at length at the regional meetings. Basic academic courses that are part of the general curriculum of any college or university should certainly be transferable from any campus in New Mexico to any other campus. If a particular course taught at a local community college is not deemed acceptable by one of our universities, careful examination of that course should be undertaken. If the quality of the course is insufficient, it should not be offered at all. On the other hand, proprietary feelings among university faculty should not be allowed to stand in the way of any citizen in this state taking advantage of a local opportunity to make progress toward completion of a baccalaureate degree. We need to adopt an attitude of having a single system of coordinated institutions that complement one another rather than compete with one another. The population of the state of New Mexico needs the best system of institutions that the state can provide. The very essence of statewide coordination is providing leadership in getting people to sit down and discuss their differences with one another and discover ways in

which they can help one another improve the current operation for the good of the clients. As the postsecondary educational clients of New Mexico are served better, our colleges and universities will find that they are increasingly appreciated by the populace and will gain the support they need to improve their operations.

The fourteen planning meetings were extremely helpful to the BEF staff. There is no substitute for meeting with people in their home communities and discovering what they are thinking about the educational problems of the state and their region. The regional planning meetings were considered so successful that the BEF staff are considering making them an annual activity. Planning at the statewide level should never be done without the wide participation from the citizens of New Mexico. There is always a temptation to simply stay in Santa Fe and pretend that those charged with the responsibility for statewide planning know what is best for the state. We know that this is not true and that we must expose our positions and thoughts concerning postsecondary educational planning to the critical view of all segments of the state. In this way, the BEF planning efforts will be shaped and modified by the very people they are intended to serve. Planning is not an isolated activity to be conducted by a few experts. Rather, it must always be an open process that secures the participation of a broad cross section of our citizens.

Special Coordination Efforts

The Commission established in 1973 an Executive Committee for Allied Health and Health Related Programs to begin a systematic assessment of statewide needs in the health related programs, both public and private. The committee was charged by the Commission with examining present and projected needs and coordination of health-related programs in all institutions of the state. The first annual report of this health committee has been used in several states as an example of statewide coordination. Funded out of 1202 allocations, the committee continues to serve the Commission in terms of specific recommendations in the vital areas of health education.

The present membership includes representation from the following agencies and institutions:

Health Sciences, UNM
College of Pharmacy, UNM
Division of Nursing and Allied Health, UNM (2 representatives)
New Mexico Department of Hospitals and Institutions
Health and Social Services
Mid-Rio Grande Health Planning Council
Dental Programs, UNM
State Planning Office
BEF Staff
Comprehensive Health Planning Division (2 representatives)
Allied Health Sciences Center
Health Occupations Education, NMSU
Environmental Health Division, NMHU
Department of Vocational Rehabilitation
Health Occupations Education, State Department of Education
Dept. of Family, Community and Emergency Medicine, UNM School of Medicine

In 1974 the Commission, in response to legislative action expanding support of bilingual education in the public schools, established a statewide steering committee made up of representatives from the universities, the State Department of Education, public schools, private schools, directors of demonstration centers, and the Board of Educational Finance to promote the coordination of developing programs. The steering committee, at a meeting on October 1, 1976, elected officers to direct this year's efforts. The chairman heads the Bilingual Program at the University of Albuquerque, a private institution. This committee has as its principal goals the development of a statewide plan for bilingual education, including teacher certification requirements and standards for university programs.

GENERAL ADVISORY COUNCIL FOR COMMISSION ON POSTSECONDARY EDUCATION

1. Mr. Leonard J. DeLayo
Superintendent of Public Instruction
Education Building
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(Representative of the State Department of Education)
244-2282 (Network)
827-2282

2. Ms. Wilma Ludwig, Director
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(Representative of Vocational Education)
244-3150 (Network)
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3. Mr. Tom Trujillo, Supervisor
Adult Basic Education
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4. Mr. Robert Sanchez
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5. Dr. Robert A. Swanson, Director
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827-2266

6. Mr. Robert Etmer, Vice President
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225 San Pedro Drive, NE
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265-5904

7. Dr. Bernard Spolsky, Chairman
Council of Graduate Deans
University of New Mexico
Albuquerque, NM 87131
(Representative of Graduate Education)
277-2334

8. Mr. William H. Huber, Dean
University College
University of New Mexico
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277-2631

9. Mr. Orlando Sedillo, Director
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Office of Manpower Programs
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10. Mr. Daniel H. Lopez
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842-3153

11. Brother Cyprian Luke, President
College of Santa Fe
Santa Fe, NM 87501
(Representative of Private Four-Year College Association)
982-6011

12. Dr. Gerald Thomas, President
New Mexico State University
Las Cruces, NM 88003
(Representative of New Mexico College Presidents Association)
646-2035

13. Dr. Sigfredo Maestas
Academic Dean
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Las Vegas, NM 87701
(Representative of Undergraduate Education)
425-7511

14. Mr. James R. Smith, Dean
Student Affairs
Western New Mexico University
Silver City, NM 88061
(Representative of Student Affairs for Four-Year College)
538-6339

15. Mr. Pete Ortega, Coordinator
Student Services
Northern Branch-UNM
Espanola, NM 87532
(Representative of Student Affairs for Two-Year Colleges)
753-7312

16. Dr. Jodie Smith, President
New Mexico Junior College
Lovington Highway
Hobbs, NM 88240
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392-6526

17. Mr. Glen Gabehart, Dean
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(Representative of Vocational Education in Community Colleges)
325-7556

18. Mr. Robert Rhien, President
Farmington Oil Company
711 Crestview Drive
Farmington, NM 87401
(Representative of Business and Industry)
325-3279

19. Mr. Henry Pena, Coordinator
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521 W. 18th
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(Representative of Student Identification and Assistance
356-2221

20. Mrs. Elizabeth Gillette
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646-3526

21. Mr. Louis Saavedra
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(Representative of Technical & Vocational Institute/Area Vocational School)
843-7250

22. Ricardo Montoya
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827-2721

23. Dr. Gary Sims, Director
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Carlsbad, NM 88220
(Representative of Transfer Studies in Community Colleges)
885-8831

SECTION V - FEDERAL AND SPECIAL PROGRAMS

The Board of Educational Finance-Commission on Postsecondary Education is responsible for the administration of two titles (Titles I and VI) of the Higher Education Act of 1965 (as amended in 1968 and 1972). The passage of the Postsecondary Educational Planning Act for New Mexico in 1973 gave the Board of Educational Finance new responsibilities as well as the additional name of Commission on Postsecondary Education.

Section 1202-1203, HEA Postsecondary Education Planning

One of the most significant added responsibilities was to do statewide comprehensive planning for postsecondary education in New Mexico. To assist in carrying out this function of statewide planning, the BEF/Commission receives funds from the federal government through section 1203 of the HEA amendments of 1972. During 1975-76, $29,821 was received for support of planning activities.

Title I, HEA, Community Service and Continuing Education

Title I of the Higher Education Act (HEA) of 1965 is a formula grant program which requires states to develop a state plan to apply higher education resources to community problems. Each state is also required to designate or create a state agency to administer the plan and distribute the funds through projects in the various colleges and universities in the state. The BEF/Commission has been designated as the state agency for this program. The broad program goals are set by federal legislation; the more specific goals and decisions on funding disbursements are made at the state level through the state agency and are geared to identified priority needs.

This is the third year of a three-year effort to develop a statewide capability to deliver comprehensive community service programs in each of the postsecondary institutions in New Mexico. During the past three years, eight institutions have been funded to establish a formal administrative structure to develop and deliver community service/continuing education programs. It is estimated that there has been an increase of over 4,000 persons per year attending postsecondary education classes. Most of these people are adults who have had a desire to return to school for some time

but have been unable to because of lack of opportunity, lack of funds, fear of failure, or other reasons usually relating to the way that postsecondary education is traditionally offered. The courses are both credit and non-credit, offered at all times during the day and evening, and available at locations throughout the communities. This is a different concept in the delivery of educational services that goes beyond the simple delivery of a few avocational and recreational courses toward a more comprehensive delivery system designed to serve the needs of a wide range of the population. This has been a very successful effort which is viewed as a first step toward making education available to all of the citizens of the state throughout their lives.

In addition to the projects funded to develop community service capabilities, Titie I, HEA, continues to support efforts at institutions of higher education to assist communities with identified problems. With some exceptions the state does not provide funds for activities which do not relate to academic or vocational education. This program makes it possible for funds to be provided for programs that educate local businessmen, inform citizens of better consumer habits, train women interested in seeking managerial positions, and other special projects designed to use higher education resources to solve specific problems.

The following pages display project activity during 1975-76. Table I shows the number of projects completed and the amounts expended; Table II, the new or re-funded projects.

TABLE I

TITLE I PROJECTS COMPLETED IN 1975-76

PROJECT TITLE	LOCATION	NUMBER	ACTUAL COSTS		
			FEDERAL	MATCHING	TOTAL
Development of an Environmental Institute	NMSU	73-002-001	$ 12,000	$ 9,334	$ 21,334
Chimayo Valley Project: Educational Program for Community Members	UNM	73-001-002	10,316	4,206	14,522
Youth Opportunities and Social Problems	St. John's College	73-009-006	8,745	6,481	15,226
Elected Officials In-Service Training	NMSU	73-002-008	8,000	6,083	14,083
Retirement Planning and Leisure Time Activities	NMMI	73-010-010	10,299	7,178	17,477
Development of Community Service and Continuing Education Programs	UNM Gallup	74-013-001	14,901	13,368	28,269
Development of Community Service and Continuing Education Programs	NMJC Hobbs	74-011-003	15,000	9,085	24,085
Management Training for Small Business	NMSU	74-002-006		13,840	25,840
Elected Officials In-Service Training	NMSU	74-002-007	2,299	5,700	7,999
Consumer Purchasing Course	WNMU	74-005-008	914	415	1,329
Retirement Planning and Leisure Time Activities	NMMI	74-010-010	2,750	3,475	6,225

TABLE I (continued)

TITLE I PROJECTS COMPLETED IN 1975-76

PROJECT TITLE	LOCATION	NUMBER	ACTUAL COSTS		
			FEDERAL	MATCHING	TOTAL
Community Service and Industrial Training	NMSU Carlsbad	75-016-001	$ 15,000	$ 10,647	$ 25,647*
Assessment of Employment Training Needs	UNM	75-001-002	18,800	9,400	28,200*
Management Training for Small Business	NMSU	75-002-003	7,500	8,079	15,579
Women in Management Seminars & Workshops	NMSU	75-002-004	11,500	8,121	19,621
Consumer Information	NMSU San Juan	75-019-005	14,000	8,000	22,000*
Community Service and Continuing Education	NMIMT	75-006-006	20,000	10,000	30,000*
Programs to Service Identified Populations	NMJC Hobbs	75-011-007	15,000	7,500	22,500*
Continuing Education Program Development	NMSU Grants	75-018-008	17,000	14,575	31,575*
	TOTAL PROJECTS COMPLETED: 19		$ 216,024	$ 155,487	$ 371,511

*Estimated costs; final figures not available.

TABLE II

TITLE I PROJECTS FUNDED IN 1975-76

PROJECT TITLE	LOCATION	NUMBER	ESTIMATED COSTS		
			FEDERAL	MATCHING	TOTAL
Small Business Management in a Rural Setting	UNM Northern	76-014-001	$ 18,000	$ 9,000	$ 27,000
Medical and Related Health Services: Consumer Program	UNM	76-001-002	25,000	12,500	37,500
Community-University Effort: Problems in Development of Human Resources	NMHU	76-004-003	20,000	10,000	30,000
Training of Senior Citizens to Act as Aides in the Education of the Handicapped	UNM	76-001-004	15,500	7,750	23,250
Continuing Education and Community Services	NMSU Carlsbad	76-016-005	15,000	7,500	22,500
Community Service and Continuing Education	NMIMT	76-006-006	18,000	9,000	27,000
	TOTAL PROJECTS APPROVED: 6		$111,500	$ 55,750	$167,250

Title VI, Financial Assistance for Improvement of Undergraduate Instruction

The Board is also responsible for the administration of Title VI-A, HEA, which provides grants to higher education institutions to purchase instructional equipment. The following list displays the institutions and the amounts of the grants awarded in 1975-76:

NMSU-Alamogordo	$7,000
NMSU-San Juan	7,000
NMSU	7,226
UNM	10,606
NMSU-Carlsbad	4,419
ENMU	1,779
WNMU	5,000
	$43,030

BOARD OF EDUCATIONAL FINANCE-
COMMISSION ON POSTSECONDARY EDUCATION
OPERATING BUDGET FOR 1975-76

	1975-76 Original Budget	1975-76 Revised Budget
INCOME		
Appropriation for Operation	234,000	234,000
Federal Funds	54,820	54,820
Total Income	288,820	288,820
Balance Brought Forward	51,704	51,704
Total Available	340,524	340,524
EXPENDITURES		
Personal Services	186,730	182,938
Benefits	22,910	21,940
Travel	10,900	14,041
Maintenance & Repairs	1,260	778
Supplies	6,000	6,875
Contract Services	73,030	80,471
Board Expense	12,500	13,988
Capital Outlay	2,270	1,963
Total Expenditures	315,600	322,994
Balance	24,924	17,530
OTHER INCOME		
Special Appropriations Other Than Operational	623,000	623,000
Title I Grant Funds	113,000	113,000
Older New Mexicans Cont. Ed.	* 50,000	* 50,000
EXPENDITURES		
Junior College	273,000	273,000
State Stu. Loan Adm.	200,000	200,000
Medical Student Loan	150,000	150,000
Title I Grants	91,290	91,290
Older New Mexicans Cont. Ed.	* 50,000	* 50,000

*Total Payments for Projects = $45,855.11. Refunded to Commission on Aging = $4,144.89